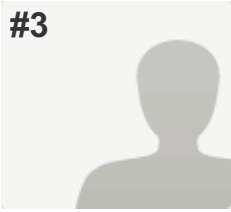


#3

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, May 25, 2016 10:18:59 AM**Last Modified:** Wednesday, May 25, 2016 10:40:35 AM**Time Spent:** 00:21:35**IP Address:** 207.28.48.253

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Q1: Name of School District:	East Union Community School District
Q2: Name of Superintendent	Lance Ridgely
Q3: Person Completing this Report	Lance Ridgely

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Q4: 1a. Local TLC Goal

East Union is working to provide teachers with more effective and relevant professional development that measurably increases their instructional skills and their students' learning growth. This is particularly important as the Iowa Core Standards with higher expectations for student learning are put in place. While the Iowa Core focuses on what students need to learn, an equally important question is: "How do teachers adjust their instruction to support new, more challenging standards for learning?"

Q5: 1b. To what extent has this goal been met?

(no label)

Fully Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

East Union utilizes the TAP system for teacher improvement. Teachers are deeply immersed in the process with multiple observations both formal and informal throughout the year, as well as cluster meetings each week. Cluster time is structured as a Professional Learning Community. At the elementary this is structured with grade level groups as well as grade span groups. Through these opportunities teachers have the supports in place needed to be successful and for the district to "attract and retain effective teachers".

Q7: 2a. Local TLC Goal

East Union is working to provide teachers with more effective and relevant professional development that measurably increases their instructional skills and their students' learning growth. This is particularly important as the Iowa Core Standards with higher expectations for student learning are put in place. While the Iowa Core focuses on what students need to learn, an equally important question is: "How do teachers adjust their instruction to support new, more challenging standards for learning?"

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Master and mentor teachers will regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. Master or mentor teachers will visit classrooms to coach new teachers on an instructional strategy after introducing it during a cluster group meeting. Model teachers will make their classrooms available for new teachers to observe and learn skills. Coaching can take place outside the classroom, as well. Mentor or master teachers can meet with new teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a the results of a lesson.

Q10: 3a. Local TLC Goal

Respondent skipped this question

Q11: 3b. To what extent has this goal been met?

Respondent skipped this question

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q13: 4a. Local TLC Goal

East Union is working to provide teachers with more effective and relevant professional development that measurably increases their instructional skills and their students' learning growth. This is particularly important as the Iowa Core Standards with higher expectations for student learning are put in place. While the Iowa Core focuses on what students need to learn, an equally important question is: "How do teachers adjust their instruction to support new, more challenging standards for learning?"

Q14: 4b. To what extent has this goal been met?

(no label)

Mostly Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Master and mentor teachers will regularly visit teachers' classrooms to provide highly intensive and personalized coaching that can take a wide variety of forms, from teaching demonstration lessons to modeling specific instructional strategies or skills to team teaching. Master or mentor teachers will visit classrooms to coach new teachers on an instructional strategy after introducing it during a cluster group meeting. Model teachers will make their classrooms available for new teachers to observe and learn skills. Coaching can take place outside the classroom, as well. Mentor or master teachers can meet with new teachers to brainstorm, troubleshoot, collaborate on lesson planning, review student work, provide feedback on teachers' plans and ideas, or to review and discuss how a the results of a lesson.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We've decided the Secondary building will move to the instructional coach/professional development leader model starting in the fall. I've already submitted the proposed change and it's been approved. Due to the teaching experience of the High School staff we believe this will more closely align with the needs of the building.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

We have a lead team that actively reviews instructional data and has a hands on approach to helping their teaching teammates improve instruction. Our Elementary Master Teacher does an outstanding job of keeping all the focus on learning. While we are moving away from TAP at the secondary it has laid the ground work for expectations and attitudes. We also have a team of 10 teachers with a voice in the making of instructional decisions and impacting our students.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.
,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.